

Making Inferences Pre Assessment

Name _____ Class _____

Have you ever read a book and assumed what the author was saying or feeling without having it actually written down? Authors don't always tell us everything they want us to know. We must look for *clues* to understand the meaning. We also make *assumptions* using our *background knowledge*, *clues from the story* and *pictures*. This reading strategy is called *Making an Inference* or *Inferring*.

Part One

Listen to your teacher read the scenario.

Jamie put on a wool cap, gloves and scarf, carefully picked up the cane in the closet and shuffled out the door, calling, "Come on Rufus. Let's go for a walk."

Read the statements about this scenario. If you believe it is an **OBSERVATION** (a fact), mark an **O** in the space provided. If you believe it is an **INFERENCE** (an assumption), mark an **I**.

- ___ Jamie called Rufus to go for a walk.
- ___ Jamie is bald.
- ___ It is cold outside.
- ___ Jamie wants to get some exercise.
- ___ Jamie is old and frail.
- ___ Jamie shuffled.
- ___ Jamie is injured.
- ___ It is icy outside.
- ___ Jamie is a woman.
- ___ Rufus is a dog.
- ___ Jamie put on his wool cap, gloves and scarf.

PART TWO

Listen to your teacher read the scenario.

Eight boys, wearing the same jacket design, were standing outside the school talking. Eight identical bags were lined up on the sidewalk just beyond where they stood. From the street, a bus turns in to the school's bus lane and stops.

Read the inferences. Decide which ones you think are *reasonable* and place a checkmark in the space provided. For those that are *not reasonable* in your opinion, leave the space blank.

- ___ The boys belong to the same sports team.
- ___ It is morning.
- ___ The boys may be visiting the school.
- ___ The boys may be part of a gang.
- ___ The boys are students.
- ___ They may be waiting for a bus to take them to a game.
- ___ The boys are going to have a fight.
- ___ The students know each other.

PART THREE

Some key words can help us infer lots of hidden information. They are CLUES the author gives us to help us understand. Listen to your teacher read the scenarios. Circle the words that you think help the reader make an inference.

He fidgets with his pen again. The line-up is taking forever. He touches the note in his pocket, checking that it is still there. "Is it hot in here?" he wonders. The empty canvas bag clenched in his left hand rubs against his leg.

The victim was dressed for the weather. She was wearing a fleece coat and several layers underneath. Around her neck was a distinctive yellow scarf. "Perhaps they will see something under all these clothes at the morgue," suggested Luke.

PART FOUR

Listen to your teacher read the passages.

It had been three days since Angelique and her family had left Batoche. Along the way, other families had joined them, until nearly a hundred carts were strung out across the prairie. Three days of bumping along in creaking Red River carts, hoping for a herd. They hadn't expected anything on their first day out, but over the next day and the next, people had become quieter, more expectant.

Write 3 observations (facts)
from this text.

Write 2 inferences you made
from this text.

They found the van parked behind the mall. The driver-side door was wide open but no one was inside. A dim glow from the headlights lit up the parking lot.

Write 3 observations (facts)
from this text.

Write 2 inferences you made
from this text.